



Program Review Update

From the December, 2010 Kentucky Board of Education Notes.

Kentucky Department of Education staff presented an update on the status of Program Reviews at the December meeting. Staff noted that these have been written for three areas: arts and humanities, practical living and career studies and writing.

It was shared with the board that the Program Reviews have been piloted in 48 schools in 34 districts, with the

goal of looking at the effectiveness of school-wide programs. Due to feedback from the pilot schools, a rubric is un-



der development that will help schools and districts rate a program as to its degree of proficiency to provide information for and stimu-

late improvement.

A fourth area came forward at the December meeting for consideration as a Program Review, world language. Several constituent groups urged the board to make world language a separate Program Review rather than part of the arts and humanities area. No final decision was made on this at the December meeting and the specific weights for the Program Reviews in the accountability system must also be determined.

Message from Dr. Holliday

KDE remains committed to high-quality arts education for every student in Kentucky. Schools and districts are reminded that Kentucky recognizes the arts & humanities as core academic subjects and fully expects all schools and districts to actively engage all students in robust, authentic arts creativity, products

and performances, and responses.

Kentucky's new accountability model will include an arts & humanities Program Review, which is designed to promote strong arts & humanities programs to ensure students receive a complete and well-rounded educational experience.

KDE strongly encourages schools and districts to think critically about the role of the arts & humanities in the learning experiences of children across the state. Please refer to this [link](#), which outlines **KDE's stance on staffing** and other issues.

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"Arts-based learning is known to promote collaboration, creative problem solving, and the ability to apply learning across different disciplines."

Neuroeducation: Learning, Arts, and the Brain. Dana Press, 2009

EdSteps Launches Work Collection for Creativity

The Council of Chief State School Officers' **EdSteps program** is now officially collecting work samples that demonstrate creativity. EdSteps is an innovative online resource for teaching and assessment that is being built by people from every corner of the country and across the globe who submit and review student work samples. The work is focused on five skill areas that are important to college and career readiness and are typically difficult and costly to assess: writing, global competence, creativity, problem solving and analyzing information. In order to foster creativity in schools, educators must have a practical means of appreciating, understanding and assessing creativity in partnership with their students.

EdSteps is seeking creativity work samples that represent a broad

spectrum of student work in terms of grade level, subject area, demographics, ability level and geogra-



EdSteps

phy. It can be a video of a school play or a picture. It can be a graph about baseball statistics or a poem.

After EdSteps collects the student work in each of the skill areas, the public reviews the work and ultimately, it will be presented in a

continuum — a gradual progression — from emerging to accomplished work. Teachers, parents and students will be able to access the continuums online to answer central questions for student growth: Where is a particular student now, and what should he or she do to improve?

To help build EdSteps by submitting work or reviewing work, visit www.edsteps.org or contact info@edsteps.org for more information. EdSteps is being designed by Council of Chief State School Officers; *The New York Times*; and partners from state departments of education, school districts, institutions of higher education, nonprofit organizations and businesses. EdSteps is funded by the Bill & Melinda Gates Foundation.

Redesigned EDSITEment Launches on Verizon Thinkfinity

EDSITEment!

THE BEST OF THE HUMANITIES ON THE WEB

Verizon Thinkfinity and the National Endowment for the Humanities (NEH) announce a completely [updated EDSITEment website](#) designed to immerse educators, families and students

in the world of humanities. Use primary resources with students to delve into Arts and Culture, Literature and Language Arts, History and Social Studies and Foreign Languages with



original documents, maps and student-focused resources. Take your classroom or after-school activities to the next level with [interactives](#), [activities](#)

[and online games](#) by engaging students with visuals from the actual events, real stories from people that were there and online interactives that ask your students to engage in critical thinking exercises and share their experience. Make sure to also explore [NEH Connections](#), a [monthly Calendar searchable by subject area](#) and [NEH Reference Shelf](#) for even more educational resources for the humanities.

Interested in learning more about the EDSITEment website?

Check out the new [site map](#) and sign up for [A Tour of EDSITEment](#) webinar today!

Kentucky Arts Council Offers Artist Residency Program to Schools

Teachers across Kentucky can now apply for Teacher Initiated Program grants for short-term artist residencies scheduled for fall 2011. These grants place professional artists in the classroom to give students and teachers hands-on experiences making art. Artists also collaborate with teachers to design and implement innovative programs for incorporating art across the curriculum after the residency is completed.

The focus of residencies can vary widely, depending on the goals of the teacher and expertise of the artist hired for the residency.

"We encourage schools to participate in the Teacher Initiated Program because we have seen how valuable these artist residencies have been in engaging students in **the learning process**," said Lori Meadows, executive director of the Kentucky Arts Council. "The arts

can also be very helpful in teaching science, technology, engineering **and math**."

Grant awards, based on one- to four-week residencies are \$540, \$1,080, \$1,620 and \$2,160, respectively. The schools select artists for the residencies from the Kentucky Arts Council's Arts Education Roster, which is available at <http://artistdirectory.ky.gov/aer/>.

PBS Looking for Innovation

Enter your innovative ideas, lessons and activities in the PBS

Teachers Innovation Awards program, which honors teachers who are transforming classroom learning

and providing students with the tools they need to reach their full potential and succeed in the 21st century. Gather inspiration for your

innovative entries by hearing from architect Toshiko Mori, software

creator Bill Gates and designer Don Chadwick at

<http://www.pbs.org/teachers/innovators/>. See what other teachers are doing at <http://www.pbs.org/teachers/innovators/gallery/>.

Is your classroom filled with innovation, imagination, and creativity?

Are You an Innovative Educator?

Submit your entry beginning January 11. For complete guidelines, visit

<http://www.pbs.org/teachers/innovators/>. If you want to teach your students about innovation in the process, find curriculum ideas at <http://www.oninnovation.com/>.

See Art, Stay Fit, Have Fun

The Central Kentucky Museum Without Walls Project is offering **Take it Artside!**, Kentucky's first public art smart phone application. This free application is available at [iTunes](http://itunes.apple.com/us/app/take-it-artside/id444444444?mt=8).

The *Take it Artside!* app includes images of local public art, along with a brief description of each piece, artist information and GPS location. The app also includes a unique game that can test your passion for public art. The corresponding website includes many of the same features as the app, along

with tours for users and interdisciplinary lesson plans for middle and high school teachers to use in their classrooms.

The Central Kentucky Museum Without Walls Project is a collaborative project that hopes to build an inventory of central Kentucky's public art and then use this catalog to promote education and **enhance the public's interaction**



with the art around them. This project strives to do so through the creation of smart phone applications, processes of conservation and recordkeeping, engaging in research and producing tools for education.

For more information, visit <http://www.kentuckymuseumwithoutwalls.com/>.

NEH Summer Programs for Teachers



The National Endowment for the Humanities supports tuition-free professional development programs each summer for American school teachers. Participants receive stipends to help cover travel and living expenses.

NEH SUMMER SEMINARS AND INSTITUTES

NEH Summer Seminars and Institutes last two to six weeks. Among the subjects offered for school-teachers in 2011 are:

- art of cartography
- economic history
- topics in philosophy
- American feminism
- Dante, Cervantes, Shakespeare, Dickens, Twain, Steinbeck
- John James Audubon
- Islamic Iberia, Spanish literature and art
- punishment, politics and culture
- the American frontier experience
- World War II

- archaeology of the Americas
- modern French drama
- history and cultures of Appalachia, Himalayan regions
- Mozart, Motown
- American popular music
- Mexican and Latino history and cultures
- slavery and abolitionism
- teaching Italian through art

Many programs take place on American campuses; others are held in Austria, Italy, France, Mexico and Spain.

For a complete list of projects offered in the summer of 2011, along with eligibility requirements and contact information, visit <http://www.neh.gov/projects/si-school.html>.

NEH LANDMARKS OF AMERICAN HISTORY AND CULTURE

NEH Landmarks of American History and Culture Workshops last one week and take place at sites of historical or cultural significance

across the nation.

Among the subjects to be studied are:

- California history
- Emily Dickinson, Zora Neale Hurston
- Duke Ellington
- the Chicago Lakefront, the Hudson River
- the Industrial Revolution
- mining in the American West
- the Declaration of Independence and the U.S. Constitution
- African-American history
- antebellum reform, abolitionism and the Underground Railroad
- Benjamin Franklin, James Madison, Abraham Lincoln
- World War II
- Fort Ticonderoga, Fort Niagara

For a complete list of projects offered in the summer of 2011, along with eligibility requirements and contact information, visit <http://www.neh.gov/projects/landmarks-school.html>.

“Students with 4 years or more of arts and music study scored 29 points higher on reading, 22 points higher on math and 29 points higher on writing sections of the SAT College Board test.”

College Board SAT, 2008 College-Bound Seniors: Total Group Profile Report

Schools Integrate Dance Into Core Academics

*As first appeared in Education Week, November 17, 2010. Reprinted with permission from Editorial Projects in Education
Pikesville, Md.*

Photosynthesis may be an unlikely topic to inspire an opera or ballet, but in a 2nd grade classroom here recently, the children were asked to use dance to help them learn about that process.

“Do you think you’re ready to use your whole body?” teacher Katie Wright-Sabbatino asked near the start of the lesson, which featured learning objectives in both science and dance.

Small groups of pupils in this class at Fort Garrison Elementary School brainstormed to come up with dance movements to convey elements of photosynthesis, including water, sunlight, carbon dioxide, and chlorophyll. They leaned, they reached, they flowed, sometimes with surprising grace.

The idea of integrating the arts, including dance, into the broader curriculum is not new, but it appears to be gaining a stronger foothold in public schools, proponents say, though national data are not available.

The growth comes as arts education advocates struggle to ensure adequate time and support for the arts in schools—whether music, visual arts, theater, or dance—amid the financial straits facing many districts and other challenges, such as pressure to boost test scores in core subjects like reading and math.

“It’s a way of keeping arts in the classroom,” said Laura M. Smyth, a senior associate at the Washington-based nonprofit [Arts Education Partnership](#).

Instances of integrating dance, though apparently still quite limited, are scattered across the country, from public schools in Los Angeles and Reno, Nev., to suburban Minneapolis and the Baltimore County, Md., district, which includes Fort Garrison Elementary. And they span the curriculum, from science and math to social studies and English.

The lesson this month at Fort Garrison came out of a small, new program, dubbed Teaching Science with Dance in Mind, that provides professional development and support for several classroom teachers and dance specialists. The program was launched with the help of a

The Infusion of the Arts Appears to be Gaining a Stronger Foothold at a Time When Advocates Are Struggling to Ensure Time and Support for Their Disciplines

\$36,000 grant from Hands On Science Outreach, a Maryland-based nonprofit organization that recently closed its doors.

“We’re addressing the science curriculum as required by the county and meeting the standards for dance education in a mutual learning experience,” said Rima Faber, a longtime dance education expert who secured the private grant and **directs the program.** **“The more we teach through dance integration, the more we realize how dynamically it brings deep and complex learning to children.”**

But Ms. Faber cautions that the growth of dance integration in **schools is a long process.** **“The impact of dance integration is gradually gaining recognition,”** she said,

“but it has been a slow climb.”

There’s long been a concern among arts advocates about whether the disciplines that fall under their umbrella get enough time and attention in schools. In an April speech, U.S. Secretary of Education Arne **Duncan echoed the point.** **“For decades, arts education has been treated as though it was the novice teacher at school—the last hired and first fired when times get tough,”** he said.

The issue seems especially pronounced in dance. **“We’re the smallest of the four art forms,”** said Jane Bonbright, the executive director of the [National Dance Education Organization](#), a nonprofit group based in Silver Spring, Md., that promotes education in the art of dance. **“We’re underfunded, and we are probably the least understood.”**

The most recent national data on dance education, dating back a **decade, suggest that it’s far less** likely than music and the visual arts to be taught as an art form in schools.

A federal survey of public schools conducted in the 1999-2000 academic year found that dance instruction (not counting what takes place in physical education classes) was offered in only 14 percent of secondary schools, compared with 90 percent for music and 93 percent for visual arts. At the elementary level, dance was offered in 20 percent of public schools, according to the [study](#) from the National Center for Education Statistics.

New NCES data on the issue are expected out next year.

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Schools Integrate Dance Into Core Academics



--Photos by Christopher Powers/*Education Week*
Second grader Arielle Datnoff dances with classmates during a lesson on photosynthesis at Fort Garrison Elementary.

other subjects, including the development of skills in reading, language development, and math. It's seen as a powerful way to promote creativity and critical thinking, among other skills.

ers and close collaboration with arts specialists, a point made by many dance advocates.

"You really need to have a dance specialist who knows what they're doing," said Ms. Bonbright. Effective integration, she said, should be done with **"mutual support of both disciplines."**

Ms. Bonbright points to a 2003 study of a program used in the Chicago public schools as a powerful example of integrated dance education's promise. The program, *Basic Reading Through Dance*, used visual and kinesthetic imagery to develop 1st graders' phonetic abilities, such as physically representing the alphabet symbols for sound combinations.

The study included a control group of pupils who did not participate, and it found **"overwhelmingly positive" results for the participants' reading abilities.**

Movement for Meaning

Ms. Bonbright points to gains on the policy front for dance, especially the vast growth over the past two decades in the number of states, now 36, that offer a K-12 teaching credential in dance.

Another change, she said, is that dance, first introduced in schools mainly through P.E. programs, appears to be increasingly taught as an art form, which she argues is an important distinction.

"They are both valuable, but they must not be misunderstood one for the other," she said.

On its website, Ms. Bonbright's group says the **"art of dance uses movement to create meaning about the human experience. It is far more than exercise or entertainment."**

Arts education proponents suggest that studying the arts provides a variety of academic and social benefits to young people and can **enhance students' ability to learn**

That said, the Government Accountability Office, the investigative arm of Congress, has found the overall research base regarding the impact of arts education on student outcomes in other subjects to be **"inconclusive."**

Research examining the effect specifically of arts integration on student achievement appears to show mixed results as well. For example, a 2007 research overview of studies from 2000 to 2005 suggested that **while there are "many advantages"** to arts integration, there was a **"lack of strong empirical research"** to support the notion that it boosts student achievement.

At the same time, the study in the *International Handbook of Research in Arts Education*, argued that focusing chiefly on standardized-test data is **"misguided" and fails to fully capture cognitive gains and other benefits, such as improved student motivation.**

The study said that for arts integration to succeed, it requires a strong commitment from classroom teach-

'How Learning Should Be'

The lesson earlier this month at Fort Garrison Elementary School certainly appeared to engage pupils. The teachers involved were fired up afterwards.

"Seeing how it all jelled together, you could see the light bulbs going off," said teacher Jodi B. Cohen.

Principal Karen Harris also was enthusiastic. **"This is how learning should be,"** she said. **"It should be active, it should be engaging. It should use a variety of modalities. That's how we all learn."**

Both new and long-standing examples of dance integration are also evident elsewhere.

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Schools Integrate Dance Into Core Academics

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In Minnesota, the [Perpich Center for Arts Education](#), a state agency, has long promoted education in and through the arts, including dance. At a public school outside Minneapolis this month, an integrated dance program run by the center helped bring a lesson about the Underground Railroad to life.

“They’re beginning to look at the idea of obstacles, how they can be represented metaphorically with the body,” said Diane Aldis, the state dance education coordinator at the Perpich Center. “What is an obstacle [to freedom] the slaves might have encountered?”

An arts-integration initiative recently launched in Nevada’s 63,000-student Washoe County district contains a dance strand. The Arts Infusion Project is backed by a \$1 million grant from the U.S. Department of Education’s Arts in Education program

The goal was to create a “model program” for professional development in which classroom teachers are trained and coached by teaching artists to integrate standards based arts into other academic areas, said Rick Southerland, a visiting dance professor at Goucher College, in Baltimore, who is involved with the Nevada project. Mr. Southerland said some teachers were a bit leery at first.

“Teachers are so stressed, adding one more thing” can be troubling, he said, “but once they got in there, they were just so excited.”

The 672,000-student Los Angeles Unified School District has long offered dance both on its own and integrated across the curriculum as part of a larger arts focus, said Shana L. Habel, who works on dance programs in the district.

But dance recently took a hit as part of budget cuts.

“Last year, we had 60 full-time dance teachers,” Ms. Habel said. “This year, we cut back to 43 teachers.”

*“If I could tell you what it meant, there would be no point in dancing it.”
~~Isadora Duncan*

Ms. Habel said she sees integrated dance education as a powerful tool, but said she worries how it’s used in some places.

“My concern is that integration doesn’t just mean you can use surface connections. That’s not true, authentic integration,” she said. As an example, she cited “doing the Mexican hat dance ... during Latino heritage month.”

“I would like to see the integration with dance become so rich and so deep that administrators ... say, ‘Wow, we need that; we see what



Katie Wright-Sabbatino guides 2nd graders Isabella Brown, left, and Samantha Jolson during a lesson on photosynthesis. The Fort Garrison Elementary School is experimenting with combining science and dance.

it’s doing,’ ” Ms. Habel said.

Some dance education advocates confess to having mixed feelings about integrating dance with other subjects, as opposed to simply promoting its study as a discrete discipline.

But Mr. Southerland said that, given the pressures facing schools, flexibility is vital to help dance and other art forms get in the schoolhouse door or keep them there.

“If we want support, we have to get outside our own molds,” he said, “talk to other educators, show them, ‘This is how the arts help,’ and support them.”

Coverage of leadership, human-capital development, extended and expanded learning time, and arts learning is supported in part by a grant from [The Wallace Foundation](#).

Need to Know News

Junior Duck Stamp Competition



The Junior Duck Stamp Design Contest is the culmination of the Junior Duck Stamp educational program. After studying waterfowl anatomy and

habitat students may articulate their newfound knowledge by drawing, painting or sketching a picture of an [eligible](#) North American waterfowl species.

Students from around the United States submit drawings to their [state, territory or district competition](#). Winners from these competitions, called the "Best of Show," are then submitted to the Federal Junior Duck Stamp Design Contest. One image from the 53 Best of Show entries will become the next Junior Duck Stamp.

Junior Duck Stamps are [sold](#) for \$5 each by the [U.S. Postal Service](#), [Amplex Corporation](#), and various [National Wildlife Refuges](#). Proceeds from the sale of Junior Duck Stamps are returned to states for environmental and conservation education programs.

The deadline for entries is March 15, 2011. Competition rules and entry forms can be found at the [Junior Duck Stamp Competition](#) website

For more information in Kentucky, contact Stacey Hayden, Clarks River NWR, 91 US Hwy. 641 N, Benton, KY 42025; (270)527-5770

Stacey_Hayden @fws.gov or
Judy_Miller@fws.gov.

Summer Opportunity Available for Young Instrumental Musicians

Instrumentalists between the ages of 15 and 20 can apply to attend the Kennedy Center/National Symphony Orchestra National Trustees' Summer Music Institute.

This is a four-week summer music program at the John F. Kennedy Center for the Performing Arts in Washington, D.C., which will take place between June 27 and July 25.



Because Kentucky is hosting the [NSO's American Residencies](#) program for 2011, more than one student from the Commonwealth will be selected for the Summer Institute. The [Summer Music Institute](#) is a continuation of the National Symphony Orchestra American Residencies program of the John F. Kennedy Center for the Performing Arts. The student fellowships are made possible by the NSO National Trustees.

EKU Honors Clinic

The 2011 edition of the EKU Honors Clinic is February 24-26. Clinicians are: Gary Markham from Cobb County, Ga.; Dean Westman from Avon, Ind.; Russell Ramsey from Sevierville, Tenn.; and Andrea Brown from Georgia Tech.

Performances will include the EKU Wind Symphony and the Madison Central Wind Ensemble.

Details and audition materials are posted at <http://www.music.uku.edu/bands/hshb.php>.

www.music.uku.edu/bands/hshb.php.

By the Numbers

According to the Kentucky Education Professional Standards Board, the number of arts teachers currently serving in Kentucky has increased slightly in 2010-11.

- K-12 Dance, 23, up two
- K-12 Drama, 166, up three
- K-12 Music, 1373, up 15
- K-12 Visual Art, 955, down 11



Questions about arts education in Kentucky?

Contact Kentucky Department of Education Arts & Humanities Consultant

Robert Duncan

502-564-2106

Robert.duncan@education.ky.gov

The Kentucky Arts Council is coordinating the application process for Kentucky candidates.

Students accepted into the Summer Music Institute attend on full scholarship, which includes housing, food allowance and local transportation during their stay. Need-based financial aid also is available for transportation to and from Washington, D.C.

The Kentucky Arts Council is accepting applications (which require recorded auditions) for Kentuckians to attend the Summer Music Institute on behalf of the NSO. For more information and application forms, go to <http://bit.ly/KAC2011NSO>.